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Wiki Assignment #5

Annotations Continuation

Professor O’ Connor

Language [teaching](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA415359457&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1) in India mainly focuses on the learning process rather than the teaching of the language. The emphasis is only given on the [linguistic competence](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA415359457&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1) of the language learner not on the development of the communicative ability of the learner. The absence of a suitable environment for using the language, the failure to use appropriate teaching aids and techniques along with the ignorance of latest developments in [English](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA415359457&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1) Language teaching among [teachers](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA415359457&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1) aggravate the situation of English language teaching and learning in India. Role-play is a valuable teaching and training tool where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. This paper mainly focuses on how to apply it successfully and to take the most advantage of it in English language teaching classroom. The English language teacher should focus on different factors for its success such as: the topic chosen should be real and relevant to the situation; the teacher's role as a facilitator, participant and spectator; need in giving appropriate feedback; correcting the errors; developing linguistic competence and self confidence. This article also focuses on the key benefits role-play, how it works in a language classroom, steps in constructing a role-play, preparing [students](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA415359457&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1) for role-play and the teacher's role in role-play (Ashok, 2016).  This article is important because it touches on the importance of an English community. Which means a child could become more proficient when they are communicating more in English.

This study discusses how children's literature can play an important role in achieving two goals: developing Japanese students' [English](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA317588386&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w) proficiency levels and cultivating them to be global citizens. English as a foreign language (EFL) learners in Japan should be provided with more opportunities to engage with the [English language](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA317588386&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w) outside the classroom. Free voluntary reading, proposed by Krashen (2011) and based on his comprehension hypothesis, makes this possible. The reading material provided by children's literature is appropriate for EFL learners, because works of diverse language levels and genres are readily available. Additionally, EFL learners can read for their own pleasure while unconsciously improving their English language abilities (Takenaga, 2012). This article also, explains the importance of students being able to communicate more in English so that they can enhance their English language skills.

Language shift is the process whereby one language becomes increasingly lesser used in place of the use of another language. In Scotland, language shift is occurring for Gaelic, as English takes its place for a variety of functions in the home and wider community. Extensive literature has argued the important role that education can play in the process of reversing language shift, and there is a growing body of research in this area as relates to Gaelic medium education. Gaelic (learners) education, which is second language education of Gaelic that begins in secondary school, is lesser researched and its effects on reversing language shift are not well understood. This article presents the findings of 13 in-depth interviews held with teachers, depute head teachers and head teachers of five schools offering Gaelic (learners) education in the Highland Council area. The interview design borrowed heavily from the *National Plan for Gaelic 2007–2012* (*Bòrd na Gàidhlig*) in the selection of topics and questions for discussion. Transcripts of interviews were inputted into Atlas.ti and coded during content analysis, using inductive codes. Findings from this investigation supported the contention that Gaelic (learners) education is able to achieve benefits in the development areas of acquisition and status (Dombrowski, 2014). In order for students to become more proficient in English they may need to use less of their language in exchange with using more of the English language, so they could progress faster at speaking English.

It has been noted that Chinese shows both satellite- and verb-framed properties (Beavers, Levin, & Tham, [2010](http://onlinelibrary.wiley.com.ez-proxy.brooklyn.cuny.edu:2048/doi/10.1111/modl.12330/abstract#modl12330-bib-0003); Slobin, [2004](http://onlinelibrary.wiley.com.ez-proxy.brooklyn.cuny.edu:2048/doi/10.1111/modl.12330/abstract#modl12330-bib-0062)), a fact that offers the opportunity to explore the typological influence of learners’ dominant language because they can choose either option to describe the same motion events and be grammatically correct. This study comprehensively examined the impact of factors including the dominant language's thinking for speaking (TFS) (Slobin, [1987](http://onlinelibrary.wiley.com.ez-proxy.brooklyn.cuny.edu:2048/doi/10.1111/modl.12330/abstract#modl12330-bib-0058), [1996](http://onlinelibrary.wiley.com.ez-proxy.brooklyn.cuny.edu:2048/doi/10.1111/modl.12330/abstract#modl12330-bib-0059), [2003](http://onlinelibrary.wiley.com.ez-proxy.brooklyn.cuny.edu:2048/doi/10.1111/modl.12330/abstract#modl12330-bib-0061)), as well as proficiency and degree of socialization with the target language. It examined oral narratives produced by 80 learners of Chinese representing two proficiency levels (low vs. high) and two linguistic backgrounds (heritage language vs. foreign language), as compared to two baseline groups of 40 Chinese native speakers (NSs) and 40 English NSs. Analysis of the motion verbs and motion constructions showed a limited role of the dominant TFS. While the more proficient learners were more capable of producing task-relevant motion expressions regardless of their language background, only advanced heritage learners demonstrated target-like TFS. Comparison of heritage and foreign language learners at the same proficiency level suggests that degree of language socialization plays a crucial role in facilitating development of TFS in the target language (Wu, 2016). When practicing the English language orally, students become better English speakers gradually.

This nonexperimental study explored the relationships among individual differences, contextual variables, and reading achievement of English language learners (s) in one large urban school district in the United States. The sample comprised 840 students in Grades 3–8 and 10 nested within 37 schools. Hierarchical linear modeling results indicate that English proficiency, metacognitive strategies, and native language literacy, and school‐quality indicators— four variables potentially under the control of the educational system—positively contributed to student reading achievement. The final model explained 36% of the within‐school and 79% of the between‐school variance in reading achievement. Controlling for other variables, s with disadvantaged educational backgrounds appeared to perform on par with their more educationally advantaged counterparts. These results suggest that schools may play a greater role in supporting s with disadvantaged educational backgrounds (Ardasheva, 2013). Educators need to understand the differences between their students and this article touch on those differences so teachers could know what to expect when they are given so many students to teach every school year. Also, it touches on these students progress, how well they do in English.

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